

PRIORITY ONE - IMPROVEMENT PLAN

PRIORITY ONE: Increase the Achievement of Students with Disabilities in the Elementary Grades

Desired Result: Improved Reading Instruction K-4th grade for students with disabilities to comply with NCLB

Current Reality/Baseline Data: See “Missouri Assessment Program (MAP) – Communication Arts and Reading Achievement” under *Priority One–Primary Indicators*, pages 1 through 3, which indicates continued fundamental trends in improved reading achievement annually at the 3rd grade level.

Improvement Strategies	Benchmarks	Evidence of Change	Timelines	Resources
A) IEPs teams will utilize the grade level expectations for Reading for students with disabilities in grades K-4.	<ul style="list-style-type: none"> Final versions of grade level expectations to special education directors, parent and special education teachers. Training developed on how to incorporate the grade level expectations into IEPs. 	<ul style="list-style-type: none"> IEPs will include goals/benchmarks aligned with grade level expectations 	2003-2004 Study conducted	Section Responsibility: Effective Practices Staff Data Coordination Staff Compliance Staff RPDC Consultants CISE or Training contracts MRI and Reading First Funding Type: SIG Part B SLIVER
B) Research-based practice information regarding reading instruction for students with disabilities will be implemented at the local level.	<ul style="list-style-type: none"> Research-based models and materials effective for students with disabilities and high poverty identified Collaboration with existing Department of Elementary and Secondary Education reading initiatives (Reading First, and MRI Accelerated Schools). District staff trained in models through the RPDC's. Website/link updated 	<ul style="list-style-type: none"> MAP results for students with disabilities in the area of reading improves 	2004-2005 Revision to screen implemented 2005-2006 System changes implemented	Section Responsibility: Effective Practices Staff Data Coordination Staff Compliance Staff RPDC Consultants CISE or Training contracts MRI and Reading First Funding Type: SIG Part B SLIVER

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Improvement Strategies	Benchmarks	Evidence of Change	Timelines	Resources
C) Technical assistance and training in the use of appropriate accommodations will be developed.	<ul style="list-style-type: none"> Trainers trained Training conducted and technical assistance available 	<ul style="list-style-type: none"> MAP results for students with disabilities in the area of reading improves 	<p>May 2005 Technical assistance and training developed</p> <p>May 2006 Technical assistance and training available</p>	<p>Section Responsibility:</p> <p>Effective Practices Staff Data Coordination Staff Compliance Staff RPDC Consultants CISE or Training contracts MRI and Reading First</p> <p>Funding Type:</p> <p>SIG Part B SLIVER</p>
D) Distribute materials to families regarding strategies to increase reading skills.	<ul style="list-style-type: none"> Materials developed Materials distributed to families 	<ul style="list-style-type: none"> Reading strategy materials are available to families 	<p>January 2005 Materials developed</p> <p>May 2005 Materials distributed</p>	<p>Section Responsibility:</p> <p>Effective Practices Staff Data Coordination Staff Compliance Staff RPDC Consultants CISE or Training contracts MRI and Reading First</p> <p>Funding Type:</p> <p>SIG Part B SLIVER</p>

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Improvement Strategies	Benchmarks	Evidence of Change	Timelines	Resources
E) Districts implementing Problem Solving and Differentiated Instruction will reduce the number of referrals to special education due to reading difficulties.	<ul style="list-style-type: none"> • Data collected on referral rates • Monitoring Standards revised • Training conducted on monitoring process and expectations 	<ul style="list-style-type: none"> • Reduction in referrals • Districts comply with Monitoring Standards 	2006-2007 Monitoring Standards implemented	<p>Section Responsibility:</p> <p>Effective Practices Staff Data Coordination Staff Compliance Staff RPDC Consultants CISE or Training contracts MRI and Reading First</p> <p>Funding Type:</p> <p>SIG Part B SLIVER</p>

Desired Result: Improved Math instruction K-4th grade for students with disabilities to comply with NCLB.

Current Reality/Baseline Data: See “Missouri Assessment Program (MAP) –Mathematics Achievement” under *Priority One–Primary Indicators*, pages 4 through 5, which indicates continued fundamental trends in improved reading achievement annually at the 3rd grade level.

Improvement Strategies	Benchmarks	Evidence of Change	Timelines	Resources
A) IEP teams will utilize the grade level expectations for math students with disabilities in grades 1-3.	<ul style="list-style-type: none"> Final versions of grade level expectations to special education directors, parents and special education teachers. Training developed on how to incorporate the grade level expectations into IEPs 	<ul style="list-style-type: none"> IEPs will include goals/benchmarks aligned with grade level expectations 	<p>2003-2004 Grade level expectations developed</p> <p>2006-2007 Expectations incorporated into IEP's</p>	<p>Section Responsibility:</p> <p>Effective Practices Staff Data Coordination Staff Compliance Staff RPDC Consultants CISE or training contracts</p> <p>Funding Type:</p> <p>SIG Part B Sliver</p>
B) Research-based practice information regarding math instruction for students with disabilities will be implemented at the local level.	<ul style="list-style-type: none"> Research-based models effective for students with disabilities and high poverty identified. Collaboration with existing DESE reading initiatives (MMI, NCLB, Accelerated Schools) District staff trained in models through the RPDCs Website/link updated 	<ul style="list-style-type: none"> MAP results for students with disabilities in the area of math improves 	<p>May 2006 Implementation</p>	<p>Section Responsibility:</p> <p>Effective Practices Staff Data Coordination Staff Compliance Staff RPDC Consultants CISE or training contracts</p> <p>Funding Type:</p> <p>SIG Part B Sliver</p>

Desired Result: Improved Math instruction K-4th grade for students with disabilities to comply with NCLB.

Current Reality/Baseline Data: See "Missouri Assessment Program (MAP) –Mathematics Achievement" under *Priority One–Primary Indicators*, pages 4 through 5, which indicates continued fundamental trends in improved reading achievement annually at the 3rd grade level.

Improvement Strategies	Benchmarks	Evidence of Change	Timelines	Resources
C) Technical assistance and training in the use of appropriate accommodations will be developed.	<ul style="list-style-type: none"> Trainers trained Training conducted and technical assistance available 	<ul style="list-style-type: none"> MAP results for students with disabilities in the area of math improves 	<p>May 2005 Technical assistance and training developed</p> <p>May 2006 Technical assistance and training available</p>	<p>Section Responsibility: Effective Practices Staff Data Coordination Staff Compliance Staff RPDC Consultants CISE or training contracts</p> <p>Funding Type: SIG Part B Sliver</p>
D) Develop and distribute math strategy materials to families to increase math skills.	<ul style="list-style-type: none"> Materials developed Materials distributed to families 	<ul style="list-style-type: none"> Math strategy materials are available to families 	<p>January 2005 Materials developed</p> <p>May 2005 Materials distributed</p>	<p>Section Responsibility: Effective Practices Staff Data Coordination Staff Compliance Staff RPDC Consultants CISE or training contracts</p> <p>Funding Type: SIG Part B Sliver</p>

Desired Result: Improved Math instruction K-4th grade for students with disabilities to comply with NCLB.

Current Reality/Baseline Data: See “Missouri Assessment Program (MAP) –Mathematics Achievement” under *Priority One–Primary Indicators*, pages 4 through 5, which indicates continued fundamental trends in improved reading achievement annually at the 3rd grade level.

Improvement Strategies	Benchmarks	Evidence of Change	Timelines	Resources
E) Districts implementing Problem Solving and Differentiated Instruction will reduce the number of referrals to special education due to math difficulties.	<ul style="list-style-type: none"> • Data collected on referral rates • Monitoring Standards revised • Training is conducted on monitoring process and expectations 	<ul style="list-style-type: none"> • Reduction in referrals • Districts comply with Monitoring Standards 	2006-2007 Monitoring Standards implemented	<p>Section Responsibility:</p> <p>Effective Practices Staff Data Coordination Staff Compliance Staff RPDC Consultants CISE or training contracts</p> <p>Funding Type:</p> <p>SIG Part B Sliver</p>

Desired Result: The Department of Elementary and Secondary Education ensures that general and special education personnel are trained in appropriate content to improve the achievement of students with disabilities grades K-4.

Current Reality/Baseline Data: Through the State Improvement Grant (SIG) curriculum materials, access to general education were developed and implemented 2002-2003. Professional development opportunities need to be expanded to increase knowledge, education, and application at the local district level.

Improvement Strategies	Benchmarks	Evidence of Change	Timelines	Resources
<p>A) Develop and implement professional development training curriculum on access to the general education classroom such as:</p> <ul style="list-style-type: none"> Differentiated instruction Problem solving for high quality interventions Quality eligibility PBS Curriculum based measurement K-12 LRE ECSE LRE MGO Self-Determination Differentiated Instruction for Vocational Education (K-4) 	<ul style="list-style-type: none"> Curriculum developed Coordinated plan developed for training general educators with Title I, Leadership Academy, accelerated schools and RPDC Regional, RPDC and in-district trainers identified. Train the Trainer sessions conducted or RPDC consultants, Regional Trainers and In-district trainers. Credential RPDC and regional trainers Training in the nine RPDC regions and medium/large districts conducted Impact of the training evaluated 	<ul style="list-style-type: none"> Web based software implemented Distribute the special education district profile to LEAs via the web. Placement rates indicate time spent outside regular education class is minimized 	<p>2003-2004 Development of curriculum</p> <p>2004-2005 Coordinated plan</p>	<p>Section Responsibility: Effective Practices Staff Compliance Staff RPDC Consultants</p> <p>Funding Type: Part B SIG</p>
<p>B) Embed content of the curriculum in pre-service education coursework</p>	<ul style="list-style-type: none"> Meeting convened with IHE representatives Workgroup convened to develop strategies and timelines Appropriate areas in existing areas identified to embed strategies 	<ul style="list-style-type: none"> Pre-service education coursework includes information on student's with disabilities 	<p>2004-2005 Develop and plan timelines</p> <p>2003-2004 Meet with IHE representatives and train on seven curriculums</p>	<p>Section Responsibility: Effective Practices Staff</p> <p>Funding Type: Part B SIG</p>

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Improvement Strategies	Benchmarks	Evidence of Change	Timelines	Resources
C) Develop and implement training for educators regarding data based decision-making.	<ul style="list-style-type: none"> • Collaboration with Department of Elementary and Secondary Education and Teacher and Urban Education for recommendations • Teacher and Urban Education plan adopted by the State Board of Education • Collaborative activity plan developed • Training for Directors of special education and curriculum directors developed and implemented. • Training implemented in nine RPDC regions • Targeted technical assistance to districts developed based on special education district Profile data. • Special education Consultants in RPDCs provided technical assistance regarding professional development needs 	<ul style="list-style-type: none"> • Activity Plan developed • Expanded participation in workshops by curriculum directors 	<p>2003-2004 Plan developed and implemented</p> <p>2003-2004 Training implemented</p>	<p>Section Responsibility</p> <p>Effective Practices Staff Data Coordination Staff Effective Practices Staff Compliance Staff</p> <p>Funding Type:</p> <p>Part B</p>

Desired Result: The Department of Elementary and Secondary Education ensures that general and special education personnel are trained in appropriate content to improve the achievement of students with disabilities grades K-4.

Current Reality/Baseline Data: Through the State Improvement Grant (SIG) curriculum materials, access to general education were developed and implemented 2002-2003. Professional development opportunities need to be expanded to increase knowledge, education, and application at the local district level.

Improvement Strategies	Benchmarks	Evidence of Change	Timelines	Resources
D) Create from the MAP assessment, a usable system of the data designed to help teachers move students with disabilities to the proficient level	<ul style="list-style-type: none"> • Participation in Student Indicators Task Force • Crystal reports selected as new software • Students with disabilities reports reviewed • Content for District Training developed 	<ul style="list-style-type: none"> • Districts using Crystal Report Data • Data is used in district Special Education Monitoring Self-Assessment (SEMSA) 	January 2004 Training on using Crystal Reports September 2004 Crystal reports available April 2005 Crystal reports data integrated in to SEMSA	Section Responsibility Data Coordination Staff Effective Practices Staff Compliance Staff Funding Type: Part B
E) Develop and implement a web-based application for the special education district profile.	<ul style="list-style-type: none"> • Collaboration with MSIP and Core Data to develop Web reporting of the data. • Policy developed to address the issues of confidentiality and the reporting of small cell size. 	<ul style="list-style-type: none"> • Districts have access to special education district profile on the web 	2004-2005 Web based application developed 2005-2006 Profile available on web	Section Responsibility Data Coordination Staff Funding Type: Part B
F) Develop online professional development modules and study group resources for online reference for professional development.	<ul style="list-style-type: none"> • Discussions with IHE faculty and CISE the possibilities for web-based offerings for parents and teachers regarding increasing student achievement • Learning community resources determined for parents and teachers • Existing modules to put online identified • Resources put online for easy access • Surveys of desired online professional development resources conducted • Data of how these resources are used conducted 	<ul style="list-style-type: none"> • Districts report increased professional development accessed online • Data indicates online resources are being used 	2004-2005 Begin Ongoing	Section Responsibility Effective Practices Staff Funding Type: Part B

Desired Result: Special education personnel reporting system is used for data-based decisions to assist in improving the achievement of students with disabilities.

Current Reality/Baseline Data: OSEP was unable to determine from the October 2002 Missouri Self-Assessment the extent to which there are shortages of qualified personnel to provide special education and related services, and if shortages exist, the impact on the provision of timely and appropriate special education and related services.

Improvement Strategies	Benchmarks	Evidence of Change	Timelines	Resources
A) Conduct a statewide study regarding the current duties, amounts of instructional time and caseloads for special education personnel.	<ul style="list-style-type: none"> Request for Proposal (RFP) or Invitation for Bid (IFB) developed to conduct study Survey and sample size developed Survey conducted Survey results analyzed Meeting convened with stakeholders regarding results 	<ul style="list-style-type: none"> Survey report with recommendations available 	2003-2004 Study conducted	Section Responsibility: Effective Practices Staff Data Coordination Staff Compliance Staff Contractor Funding Type: Part B
B) Revise Core Data reporting of special education personnel.	<ul style="list-style-type: none"> Changes to existing core data reporting identified Web screens revised Appropriate district staff trained on changes 	<ul style="list-style-type: none"> Revision to screen implemented Revised Personnel Reporting System implemented 	2004-2005 Revision to screen implemented 2005-2006 System changes implemented	Section Responsibility: Effective Practices Staff Data Coordination Staff Compliance Staff Contractor Funding Type: Part B

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Current Reality/Baseline Data: OSEP was unable to determine from the October 2002 Missouri Self-Assessment the extent to which there are shortages of qualified personnel to provide special education and related services, and if shortages exist the impact on the provision of timely and appropriate special education and related services.

Improvement Strategies	Benchmarks	Evidence of Change	Timelines	Resources
C) Analyze the results of study and core data reporting to determine if changes are needed for special education certification standard/requirements consistent with No Child Left Behind (NCLB).	<ul style="list-style-type: none"> Survey results shared with Teacher and Urban Education Division and other stakeholder groups. Recommendations identified and developed for certification changes if required. 	<ul style="list-style-type: none"> Recommendations for certification changes, if required, are identified and developed 	2006-2007 Recommendations identified and developed	Section Responsibility: Effective Practice Staff Data Coordination Staff Compliance Staff Contractor Funding Type: Part B
D) Analyze recommendations to develop strategies/recommendations for expansion of instructional time for special education personnel.	<ul style="list-style-type: none"> IDEA reauthorization reviewed to determine the impact of changes on reduction of paperwork/and instructional time. Collaboration with stakeholders to develop a grant regarding paperwork reduction and increased instructional time. Report with recommendations regarding instructional time 	<ul style="list-style-type: none"> Report with recommendations available 	2006-07 Report complete	Section Responsibility: Effective Practices Staff Data Coordination Staff Compliance Staff Contractor Funding Type: Part B

Desired Result: Active parent involvement in their child's education is promoted to assist in improving the achievement of students with disabilities.

Current Reality/Baseline Data: October 2002 Missouri Self-Assessment concluded that no data is currently collected to demonstrate parents are actively involved¹ in the decision making for their children. The SEAP Improvement Planning committee provided stakeholder information underscoring the importance of parental participation.

Improvement Strategies	Benchmarks	Evidence of Change	Timelines	Resources
A) Collaborate with stakeholders to promote successful models of parent involvement	<ul style="list-style-type: none"> Meeting convened with SEAP Effective Practice committee to discuss effective parent involvement strategies Discussion of PAC grant successes and barriers in-house Collaboration with MPACT to disseminate best practice information Exploration of successful parent involvement models, including facilitation models for IEP meetings. 	<ul style="list-style-type: none"> Models for parent involvement are promoted on DESE website and in CISE library 	<p>January 2004 Meeting</p> <p>January 2004 Barriers discussed</p> <p>May 2004 Best Practice information disseminated</p> <p>August 2004 Successful models identified</p>	<p>Section Responsibility:</p> <p>Effective Practices Staff Compliance Staff MPACT</p> <p>Funding Type:</p> <p>Part B</p>
B) Develop training curricula for educators and families regarding facilitation of IEP meetings	<ul style="list-style-type: none"> Appropriate content adapted and developed Plan developed to address content to teachers, families, and students Data collected from trainings 	<ul style="list-style-type: none"> Training modules developed 	<p>May 2005 Modules developed</p>	<p>Section Responsibility:</p> <p>Effective Practices Staff Compliance Staff</p> <p>Funding Type:</p> <p>Part B</p>
C) Conduct surveys of districts where IEP facilitation training has been conducted and other parent involvement models have been implemented	<ul style="list-style-type: none"> Surveys developed Surveys conducted 	<ul style="list-style-type: none"> Surveys of how trainings are used and follow along data demonstrates level of parent of involvement has changed 	<p>July 2006 Surveys conducted</p>	<p>Section Responsibility:</p> <p>Effective Practices Staff Compliance Staff</p> <p>Funding Type:</p> <p>Part B</p>

¹ The October 2002 Missouri Self-Assessment defined "actively involved" as being a contributing team member to the special education process, having a proficient level of understanding about their rights and responsibilities, and believing their contribution in decision-making resulted in improvements to the educational environment and student outcomes for their children (for further information see, October 2002 Missouri Self-Assessment, Parental Involvement Page 5 of 16).

Desired Result: To Create a Public Awareness Campaign around Early Childhood through Primary Grade Learning and Developmental needs to improve achievement of students with disabilities.

Current Reality/Baseline Data: The CIMP subcommittee recommended a thorough study of ECSE. The SEAP panel recommended that ECSE also be reviewed upon completion of the Improvement plans for Achievement and Secondary Transition. The Elementary Achievement committee recognized the importance of early learning on Achievement

Improvement Strategies	Benchmarks	Evidence of Change	Timelines	Resources
<p>A) Establish ongoing dialogue among personnel at DESE (Early childhood, Title I, Special Education) and school administrators and agencies to provide leadership and guidance on issues related to providing appropriate services to preschool children including children with disabilities.</p> <ul style="list-style-type: none"> • Incorporating Missouri Pre-K standards in IEPs • Establishment of a Born to Learn vs. Ready to Learn philosophy. • Increased technical assistance on ECSE LRE • Research-based practices identified and disseminated 	<ul style="list-style-type: none"> • Stakeholders identified • Guidance developed • Policies reviewed and revised • Best Practices disseminated 	<ul style="list-style-type: none"> • Policies that reflect integration of EC and ECSE with a focus on improved achievement 	<p>Begin activity during the 2004-05 school year and develop timelines at that time.</p>	<p>Section Responsibility:</p> <p>Effective Practices Staff</p> <p>Funding Type:</p> <p>Part B funds</p>
<p>B) Analyze the existing data regarding ECSE to determine the impact of ECSE services on achievement.</p> <ul style="list-style-type: none"> • Early Entry Profile • LRE • ECSE applications • Compliance monitoring 	<ul style="list-style-type: none"> • Data Collected • Data Implemented • Plan with recommendations developed 	<ul style="list-style-type: none"> • Impact of ECSE services on achievement is determined based on data analyses. 	<p>Begin activity during the 2004-05 school year and develop timelines at that time</p>	<p>Section Responsibility:</p> <p>Effective Practices Staff Data Coordination Staff Compliance Staff</p> <p>Funding Type:</p> <p>Part B funds</p>